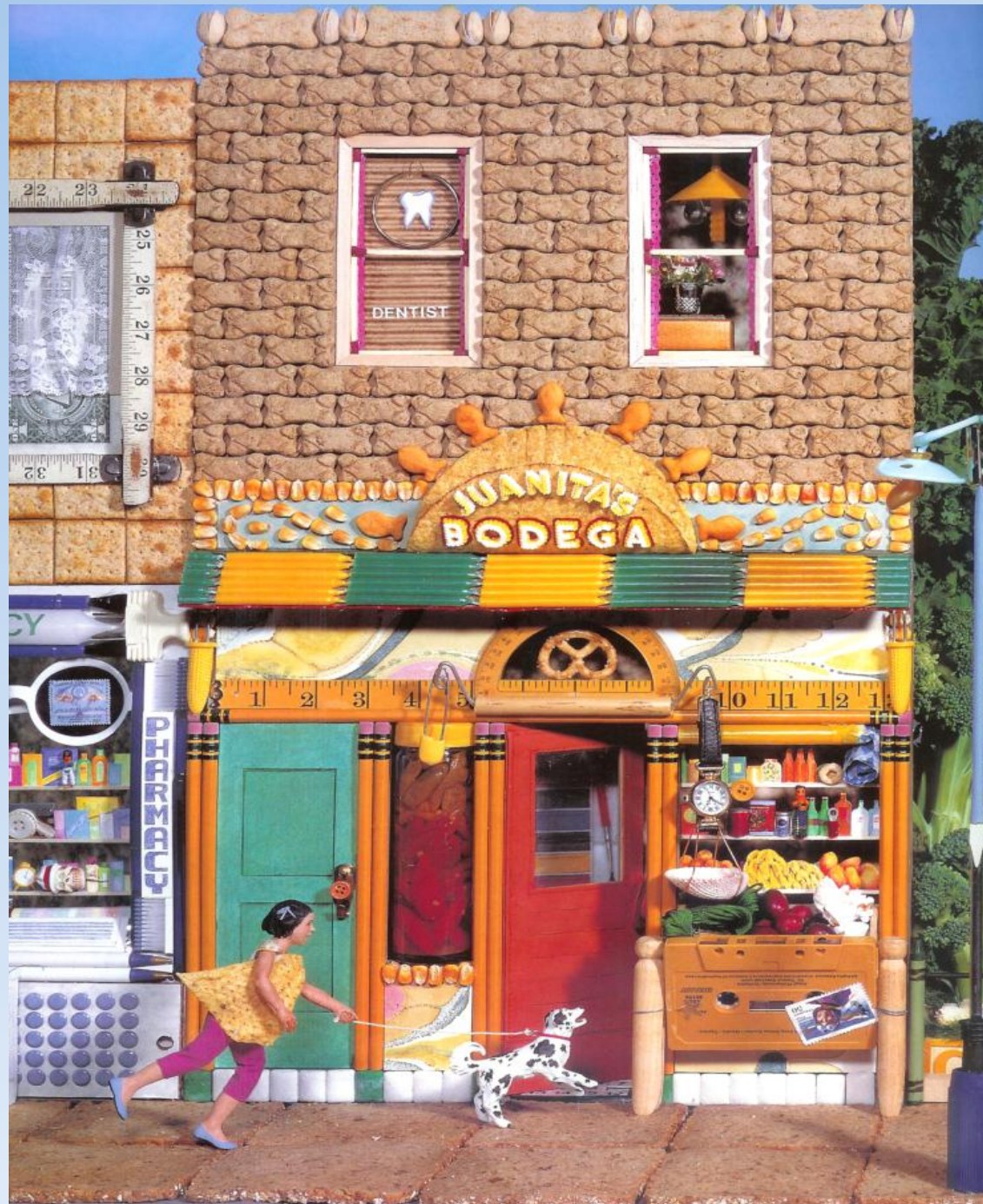


Coaching Beyond Surface Comprehension



Presented at the Oct 2013 PIIC PLO by:
Jessica Jacobs, District Consultant for Literacy, LIU 18
Loriann Ruddy, IU 18 PIIC Mentor
Gen Battisto, PIIC Regional Mentor



What did you see?

What do you remember?



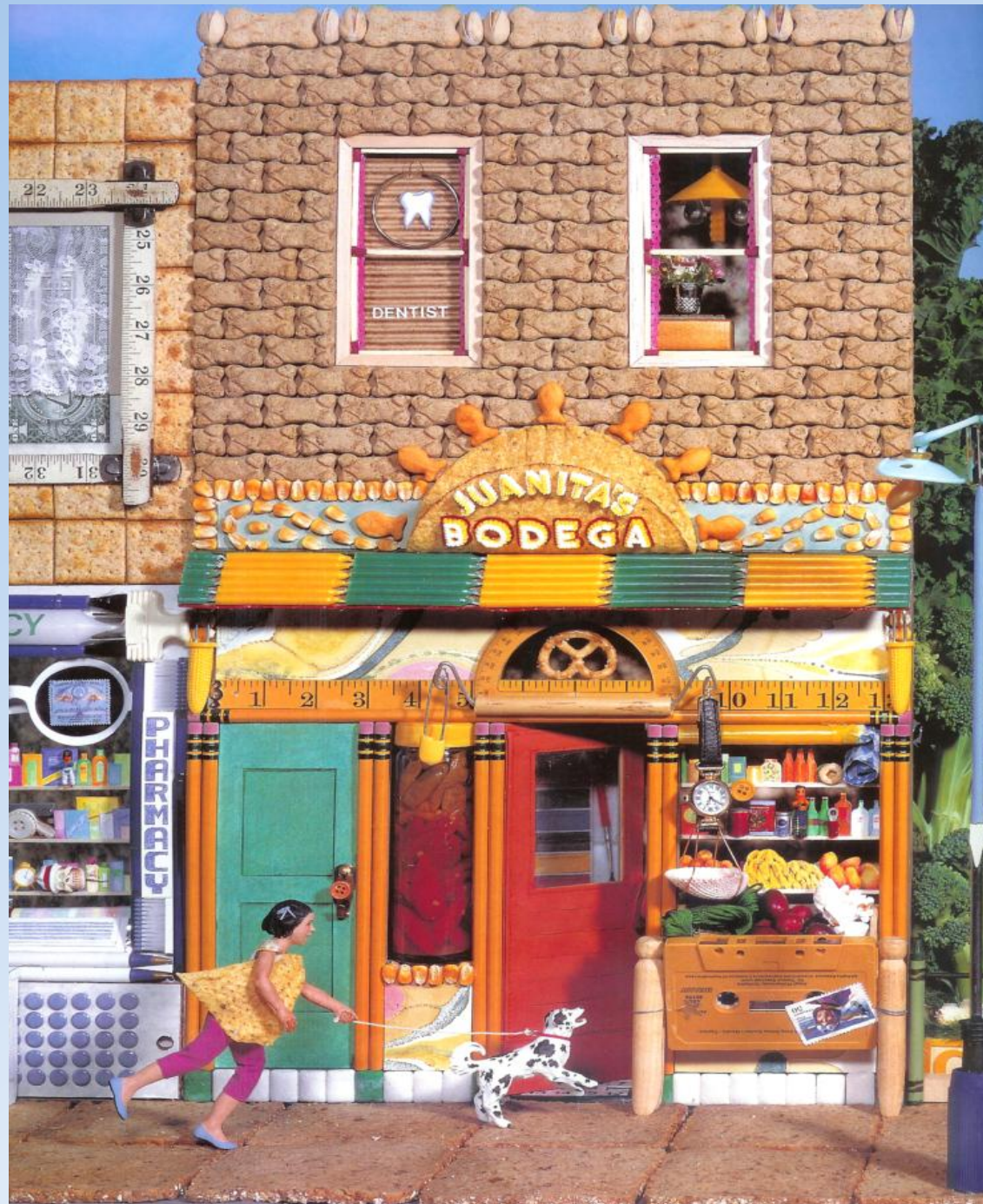
(Turn and Talk)

Coach the Brain



Look again and try to see something else...

(Turn and Talk)



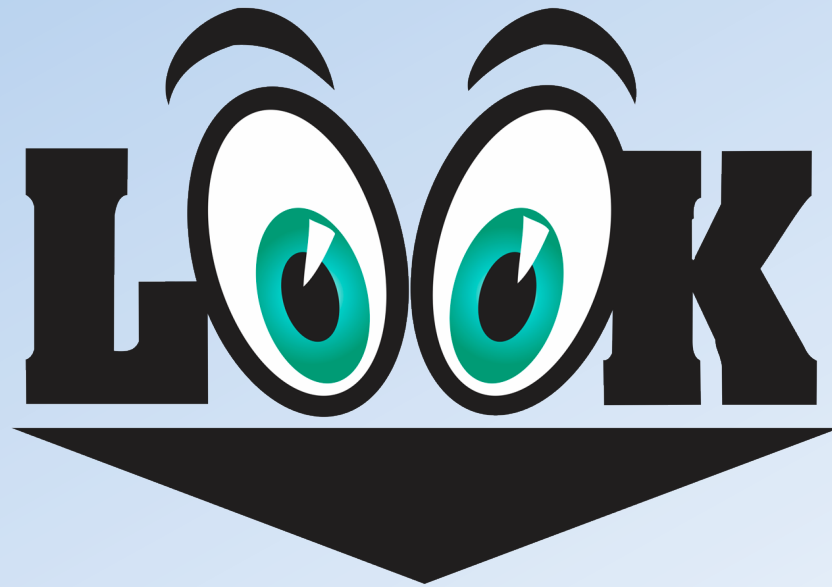
What did you see?

What do you remember?



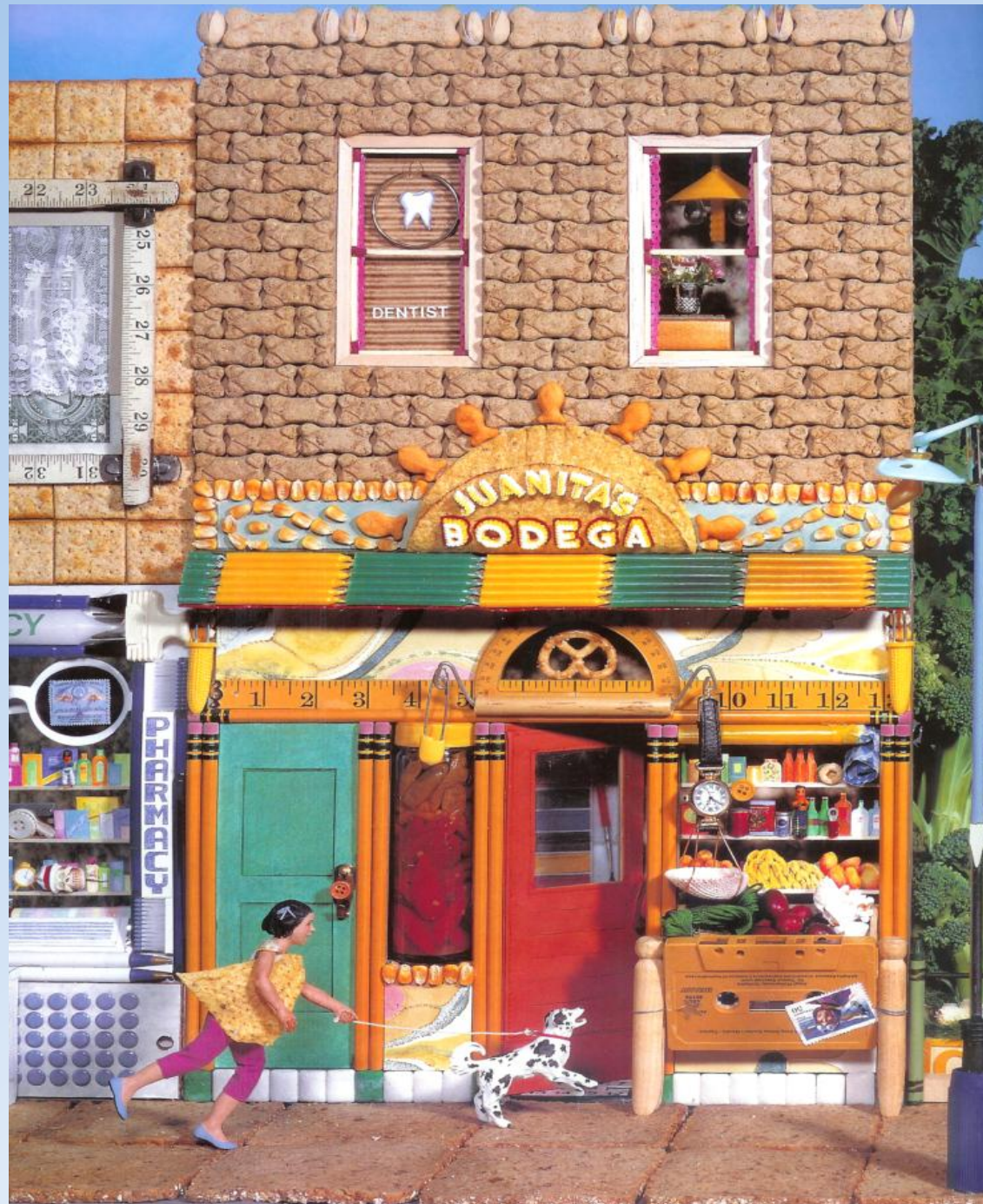
(Turn and Talk)

3rd Reading:
Set a Purpose



There are **98** hidden items in the picture.

Find as many as you can



Analysis

- **1st Read:** Analytical vs. Holistic Brain
- **2nd Read:** Look Again (Coach the brain to see something else)
 - Natural tendency is to analyze = So what?
 - Natural tendency is to create a narrative = How do you know? What's your evidence to support that?
- **3rd Read:** Set a purpose

Multiple Readings



- Introduces the idea that multiple draft readings are foundational to moving beyond surface level comprehension
- Analyzing and interpreting often begins after a second or third look

Complex Texts

- How do struggling readers approach complex texts?
- What might they learn from effective readers?
- Creating low-risk opportunities for all readers to engage.

In the following “text”, find 3 images you find confusing.



The Surrender

Joseph Griffith

What did you see?

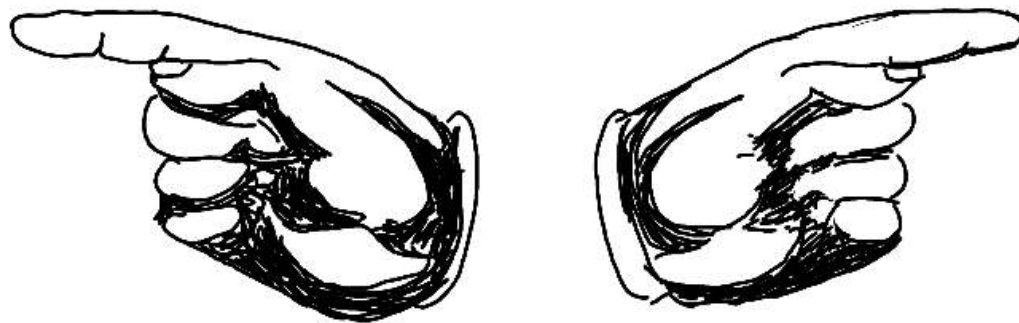


What images confused you?

(Turn and Talk)

2nd Reading

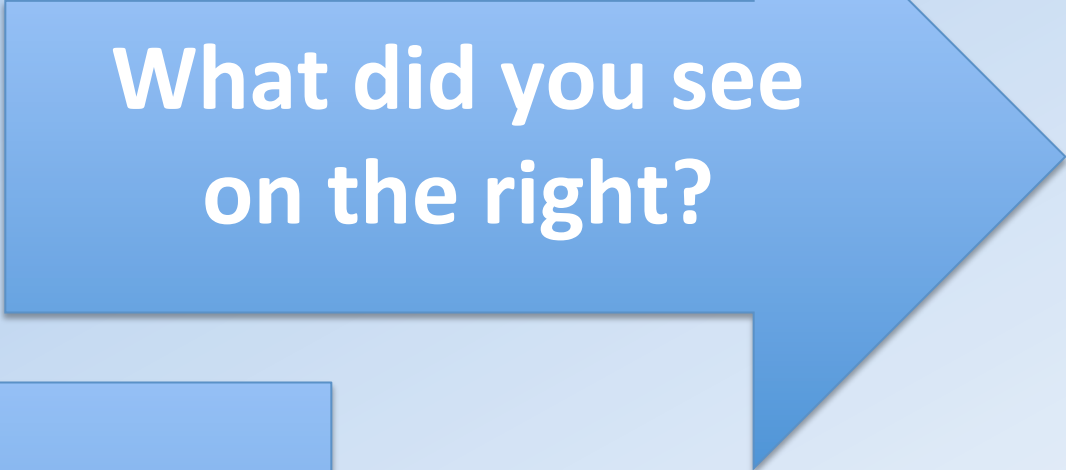
- Purpose: Remember one (1) key detail from each side of the painting.
- Bisect the painting from left to right






The Surrender

Joseph Griffith



What did you see
on the right?



What did you see
on the left?

**(Turn and Talk about what this
painting might be about)**

Final Reading

Focus on the painting as a whole and find as many examples to support your assertion of what the images is about.

- *What was Griffith's painting trying to convey?*
- *Support your claim with at least three (3) reasons.*

Battle of Yorktown



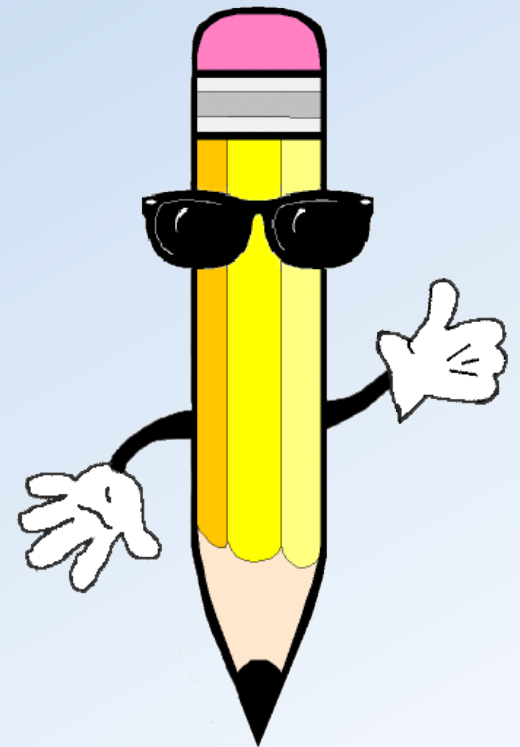


The Surrender

Joseph Griffith

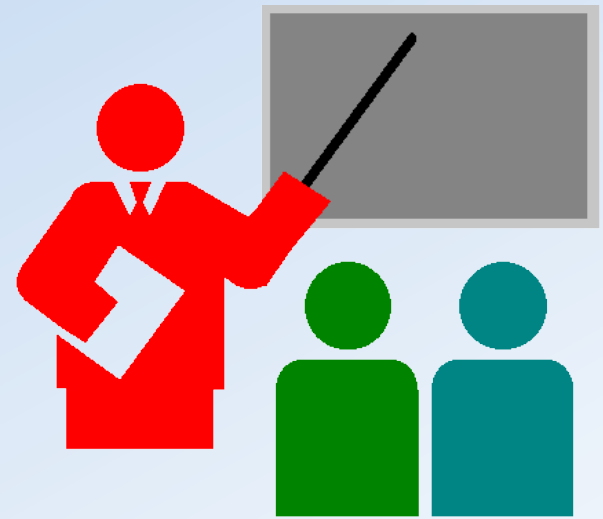
Creating Independent Critical Thinkers

- Must build a habit of re-reading
- Rewire the brain to set a purpose for reading
- Focus on a quantifiable number of details
- “Think through the pencil” model:
 - Make notes
 - Keep evidence of your thinking



Close Reading: Teacher Considerations

- Above level, challenging text
- Examines small excerpt only
- Values observation
- Fosters inquiry (need to know more)
- When multiple interpretations/conclusions exist



Close Reading: Student Focus

- Tap prior knowledge
- Activate vocabulary – Tier II and Tier III
- Set a purpose for reading
- Mark text as you transact with it
- Read multiple times



PA Core Connections

- 1st Read: Key Ideas and details
 - **What** did the text say?
 - Don't over scaffold the reading
 - Let them learn from text, not teacher talk
- 2nd Read: Craft and Structure
 - **How** did the text say it?
 - Extracting content vocabulary
 - Identifying author's purpose
Naming the mechanisms used
- 3rd Read: Integrate Knowledge and Ideas
 - Meaning? Value? Connections to other texts



Critical Messages for Teachers

- Close reading is an **outcome**, **not** a strategy
- Provide opportunities for multiple readings
- Set a purpose for reading
- Help students develop effective reading habits

